

# Texas Education Agency Standard Application System (SAS)

## 2014–2016 Educator Excellence Innovation Program

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
<b>Submittal information:</b>	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             Received Texas Education Agency 2014 JUN 23 PM 3:10 Document Control           </div>
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
El Paso Independent School District		6531 Boeing Drive	
Mailing address line 2	City	State	ZIP Code
	El Paso	TX	79925
County-		US Congressional	
District #	Campus number and name	ESC Region #	District #
071-902		19	016
			DUNS #
			079841979

**Primary Contact**

First name	M.I.	Last name	Title
Karen		Taylor	Discretionary Grants Manager
Telephone #		Email address	FAX #
915-230-2346		<a href="mailto:ketaylor@episd.org">ketaylor@episd.org</a>	915-230-0346

**Secondary Contact**

First name	M.I.	Last name	Title
Kathy	A.	Seufert	Assistant Director, Staff Development
Telephone #		Email address	FAX #
915-230-3003		<a href="mailto:kaseufer@episd.org">kaseufer@episd.org</a>	915-772-6830

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Juan	E.	Cabrera	Superintendent
Telephone #		Email address	FAX #
915-230-2581		<a href="mailto:superintendent@episd.org">superintendent@episd.org</a>	915-230-0575
Signature (blue ink preferred)			Date signed

1-17-14

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

El Paso Independent School District's (EPISD's) Educator Excellence Innovation Program (EEIP) plan will include the four required practices and two preferred practices. Three of the practices are currently operating in the District; they are effective and will not be changed. These practices include Evaluation, Strategic Compensation & Retention, and Recruiting & Hiring. Focusing on the last three practices (1. Induction & Mentoring, 2. Professional Development & Collaboration, and 3. Career Pathways), EPISD's plan primarily includes five training opportunities which are designed to improve educator effectiveness – the New Teacher Summer Academy (NTSA), Best Practices, Maximizing Professional Learning Communities (PLCs), Assistant Principal (AP) to Principal Aspiring Administrators' Academy, and additional training for new leaders. These trainings will systematically transform EPISD's educator quality and effectiveness in order to improve student learning and student academic performance. In order to sustain the educator effectiveness transformation, EPISD's plan is aligned to the seven Critical Success Factors (CSFs) for a successful school.

**CSF and EEIP Component Alignment**

Beginning with **Academic Performance**, the foundational CSF, EPISD will focus on data driven instruction that targets the use of *on-going monitoring of instruction*, as well as *vertical and horizontal curriculum alignment* in order to increase student performance [EEIP component 1 - Induction & Mentoring (NTSA)]

Using **Quality Data to Drive Instruction (decisions)** is another CSF. With an emphasis on *data disaggregation training* and *ongoing communication of said data*, student learning outcomes should improve. [EEIP component 1 - Induction & Mentoring (NTSA)]

CSF#3 is **Leadership Effectiveness** which targets the need for campus leadership to exercise *operational flexibility* and to *use data resources effectively*. This CSF provides *job-embedded professional development* in order to build capacity of campus leaders. [EEIP component 2 - Professional Development & Collaboration (additional new leader training)]; [EEIP component 3 - Career Pathways (AP to Principal Aspiring Administrator Academy)]

Although not addressed in its entirety in EPISD's EEIP plan, the **Increased Learning Time** CSF requires *flexible scheduling* (additional instructional minutes), enrichment activities and *staff collaborative planning time*. EPISD's PLCs provide for collaborative planning time. The proposed training will improve instruction as teachers learn how to maximize the use of the PLCs to improve student achievement. This CSF also confirms as a requisite, an *instructionally-focused calendar*. [EEIP component 1 - Induction & Mentoring (NTSA)]; [EEIP component 2 - Professional Development & Collaboration (Maximizing PLCs; Best Practices)].

The **Family/Community Engagement** CSF is not addressed in the EEIP plan in the normal form of involvement, however, it is part of EPISD's transformation plan through the involvement of EPISD's district-level planning and decision-making committee as identified under the TEC, Chapter 11, Subchapter F. In EPISD, this committee is known as the Districtwide Educational Improvement Council (DEIC). DEIC is composed of professional staff, parents of District students, community members, and business representatives who act in an advisory capacity to the Board or its designee. DEIC provides *increased opportunities for input* from parents and the community.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

It is anticipated that improved educator instruction will impact **School Climate**. This CSF recognizes *increased attendance, reduced discipline referrals, and increased attendance in extracurricular activities* as indicators of a positive and welcoming environment. It is further anticipated that improved student success will reduce discipline problems and improve attendance.

The final CSF is **Teacher Quality**. Although already active in the District, EPISD's EEIP plan includes Strategic Compensation & Retention as well as Recruiting & Hiring. These practices focus on the need to *recruit and retain effective teachers*, while a *locally developed appraisal and evaluation system* informs personnel decisions in order to ensure quality teaching and learning. The CSF also supports current staff with *job-embedded professional development* (previously discussed). [EEIP component 1 - Induction & Mentoring (NTSA)]

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# Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 071-902				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$371,013	\$-0-	\$371,013	\$324,348	\$-0-	\$324,348	
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,000	\$-0-	\$25,000	\$25,000	\$-0-	\$25,000	
Schedule #9	Supplies and Materials (6300)	6300	\$326,725	\$-0-	\$326,725	\$373,378	\$-0-	\$373,378	
Schedule #10	Other Operating Costs (6400)	6400	\$33,254	\$-0-	\$33,254	\$33,265	\$-0-	\$33,265	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	\$-0-	
Total direct costs:			\$755,992	\$-0-	\$755,992	\$755,991	\$-0-	\$755,991	
Percentage% indirect costs (see note): 1.595			N/A	\$-0-	\$12,057	N/A	\$-0-	\$12,058	
Grand total of budgeted costs (add all entries in each column):			\$755,992	\$-0-	\$768,049	\$755,991	\$-0-	\$768,049	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$755,992			\$755,991			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.			\$75,599			\$75,599			
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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# Texas Education Agency Standard Application System (SAS)

<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 071-902				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director	1	0	\$105,393	\$76,323
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk	1	0	\$38,304	\$27,739
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$143,697	\$104,062
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay		\$200,000	\$200,000
20	6119	Professional staff extra-duty pay		\$	\$
21	6121	Support staff extra-duty pay		\$	\$
22	6140	Employee benefits		\$27,316	\$20,286
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$227,316	\$220,286
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$371,013</b>	<b>\$324,348</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Expense Item Description****Year 1****Year 2**

6269

Rental or lease of buildings, space in buildings, or land

\$

\$

Specify purpose:

6299

Contracted publication and printing costs (specific approval required only for nonprofits)

\$

\$

Specify purpose:

a. Subtotal of professional and contracted services (6200) costs requiring specific approval:

\$

\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#

**Description of Service and Purpose****Check If  
Subgrant****Year 1****Year 2**

1

☐

\$

\$

2

☐

\$

\$

3

☐

\$

\$

4

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\$

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8

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\$

\$

9

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\$

\$

10

☐

\$

\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$-0-

\$-0-

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Improving classroom instruction

☐ Yes, this is a subgrant

Describe topic/purpose/service: various training topics (est. \$5,000 x 5 trainings)

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

1

Contractor's payroll costs

# of positions:

\$

\$

Contractor's subgrants, subcontracts, subcontracted services

\$25,000

\$25,000

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$25,000

\$25,000

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By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 071-902

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$-0-	\$-0-	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$-0-	\$-0-	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$-0-	\$-0-	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$-0-	\$-0-	

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 071-902

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$-0-	\$-0-	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$-0-	\$-0-	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$-0-	\$-0-	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$25,000	\$25,000	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$-0-	\$-0-	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$-0-	\$-0-	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$25,000	\$25,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$-0-	\$-0-	
(Sum of lines a, b, c, and d) Grand total		\$25,000	\$25,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: 071-902					Amendment number (for amendments only):		
Expense Item Description							
6399	<b>Technology Hardware—Not Capitalized</b>						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptop	Project Director use to support grant	1	\$673	\$673	\$-0-
	2				\$		
	3				\$		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$52	\$-0-
6399	Supplies and materials associated with advisory council or committee					\$-0-	\$-0-
Subtotal supplies and materials requiring specific approval:						\$725	\$-0-
Remaining 6300—Supplies and materials that do not require specific approval:						\$326,000	\$373,378
<b>Grand total:</b>						<b>\$326,725</b>	<b>\$373,378</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 071-902		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (Includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$-0-	\$-0-
Remaining 6400—Other operating costs that do not require specific approval:		\$33,254	\$33,265
<b>Grand total:</b>		<b>\$33,254</b>	<b>\$33,265</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #11—Capital Outlay (6600/15XX)</b>					
County-District Number or Vendor ID: 071-902			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$-0-</b>	<b>\$-0-</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment: '61,625</b>				
Category	Number	Percentage	Category	Percentage
African American	'2,389	3.9%	Attendance rate	<sup>2</sup> 95.6%
Hispanic	'51,126	83.0%	Annual dropout rate (Gr 9-12)	<sup>2</sup> 3.1%
White	'6,341	10.3%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	<sup>3</sup> 76%
Asian	'679	1.1%	TAKS commended 2011 performance, all tests (sum of all grades tested)	<sup>3</sup> 13%
Economically disadvantaged	'42,813	69.5%	Students taking the ACT and/or SAT	<sup>2</sup> 79.1%
Limited English proficient (LEP)	'15,081	24.5%	Average SAT score (number value, not a percentage)	<sup>2</sup> 1418
Disciplinary placements	<sup>2</sup> 2,177	3.1%	Average ACT score (number value, not a percentage)	<sup>2</sup> 18.4

**Comments****Part 1: Student Demographics**

American Indian <sup>1</sup>120 0.2%  
 Pacific Islander <sup>1</sup>183 0.3%  
 Two or More Races <sup>1</sup>787 1.3%

**Part 2: Teacher Demographics**

American Indian <sup>4</sup>11.0 0.2%  
 Pacific Islander <sup>4</sup>5.0 0.1%  
 Two or More Races <sup>4</sup>58.3 1.4%

<sup>1</sup>Source: 2013-14 PEIMS Fall Collection Student Data Review PEIMS Edit+ Report<sup>2</sup>Source: 2012-13 Texas Performance Report<sup>3</sup>Source: Academic Excellence Indicator System (AEIS) 2010-11 District Performance<sup>4</sup>Source: 2013-14 PEIMS Fall Collection Staff Summary by Sex and Ethnicity PEIMS Edit+ Report<sup>5</sup>Source: 2013-14 PEIMS Fall Collection Staff FTE Summary PEIMS Edit+ Report<sup>6</sup>Source: EPISD Data Warehouse – these are approximate values. Exact numbers are difficult to obtain as many teachers at middle and high school levels may teach multiple grade levels.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	'101.5	2.5%	No degree	<sup>5</sup> 31.9	0.8%
Hispanic	'2,775.2	67.2%	Bachelor's degree	<sup>5</sup> 3,105.9	75.1%
White	'1142.4	27.6%	Master's degree	<sup>5</sup> 979.9	23.7%
Asian	'41.0	1.0%	Doctorate	<sup>5</sup> 16.9	0.4%
1-5 years exp.	<sup>5</sup> 835.3	20.2%	Avg. salary, 1-5 years exp.	<sup>5</sup> \$45,720	DNA
6-10 years exp.	<sup>5</sup> 1,053.5	25.5%	Avg. salary, 6-10 years exp.	<sup>5</sup> \$47,717	DNA
11-20 years exp.	<sup>5</sup> 1,219.8	29.5%	Avg. salary, 11-20 years exp.	<sup>5</sup> \$50,656	DNA
Over 20 years exp.	<sup>5</sup> 857.9	20.7%	Avg. salary, over 20 years exp.	<sup>5</sup> \$58,931	DNA

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public <sup>1</sup>	2312	4378	4904	4581	4494	4489	4456	4210	4457	4372	5272	4721	4258	4313	61625
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	2312	4378	4904	4581	4494	4489	4456	4210	4457	4372	5272	4721	4258	4313	61625

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public <sup>a</sup>	80	260	428	335	268	282	234	411	212	152	446	281	272	273	3948
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	80	260	428	335	268	282	234	411	212	152	446	281	272	273	3948

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD's needs assessment began with a review of the grant guidelines and program requirements. District Administrators met to discuss the components of the EEIP plan as they relate to the District's current operation and the possibilities that the grant program could offer. Input was obtained from all potentially affected functional areas to include the Superintendent's Leadership Team, Human Resources, and Staff Development.

After assessing the grant and reviewing the components, it was determined that all components of the EEIP plan were operating in the District, however, only three of the six components were operating sufficiently enough that they did not require improvement; the other three components required enhancements. The three components that will not be changed include Evaluation, Strategic Compensation & Retention, and Recruiting & Hiring. In order to systematically transform educator quality and effectiveness as well as district administrative practices in order to improve student learning and student academic performance, the District identified three components that could be enhanced: Induction & Mentoring, Professional Development & Collaboration, and Career Pathways.

Time constraints presented the District from presenting the grant directly to its 92 campus administrators and teachers. As a temporary alternative, the grant opportunity was then presented to EPISD's district-level planning and decision-making committee as identified under the TEC, Chapter 11, Subchapter F - the Districtwide Educational Improvement Council (DEIC). DEIC represents educators and more. It is composed of categories of elected personnel that ensure a balance is maintained of two-thirds teaching and one-third non-teaching campus-based or District-level professional staff. DEIC is composed of professional staff, parents of District students, community members, and business representatives who act in an advisory capacity to the Board or its designee. DEIC voted to move forward with the grant application. The District will obtain evidence of specific campus support at a later date.

Since the Staff Development Department provides districtwide training for teachers and administrators, and they are usually the first point of contact for training needs, they were selected to identify the program needs as they relate to the professional development components of the grant.

The needs were then prioritized based on the cycle of a teacher's career – **From Hire to Retire.**

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Improve new teacher classroom orientation</b> <i>New teachers <u>need</u> support throughout the first year of teaching to include support in lesson development, classroom management, and student engagement. They also need a complete induction training if they are hired after the District's current New Teacher Summary Academy (NTSA).</i>	New teachers do not receive complete induction training if they are hired after the District's current NTSA. EPISD currently offers NTSA only once a year. Increasing the frequency of NTSA training will allow the District to support new teachers throughout the year and it will provide complete induction training for new teachers hired after the annual NTSA training.
2.	<b>Improve classroom instruction for all teachers</b> <i>Teachers attend Professional Learning Communities (PLCs) within the school day to examine student work, analyze data, and share instructional strategies, but they <u>need</u> training on how to maximize the use of PLCs to improve student learning and academic performance.</i>	Additional training on maximizing the use of PLCs will provide teachers the tools they need to use PLCs to improve instruction.
3.	<b>Improve classroom instruction for teachers based on experience level</b> <i>Teachers with a wider span of experience <u>need</u> training on instructional best practices that meets their experience level.</i>	EPISD will provide training for teachers on instructional best practices based on teacher experience level which will help improve instruction and consequently student performance.
4.	<b>Improve teacher career pathway opportunities</b> <i>EPISD needs to expand its Aspiring Administrators' Academy to include an academy for current Assistant Principals (AP) who aspire to become Principals.</i>	As teachers move into entry campus administrative roles such as APs, they need continued opportunities for future growth. EPISD will develop another version of their flagship administrator training program that will be targeted towards those teachers who are now in entry level campus administrative positions. EPISD will provide an AP to Principal Aspiring Administrators' Academy for APs who aspire to become Principals.
5.	<b>Improve administrator career pathway opportunities</b> <i>Teachers that have moved into campus administrator positions need additional training.</i>	EPISD will support new campus administrators with additional training.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree, Master's degree preferred; valid Texas Teaching Certificate; three years classroom and five years training experience; knowledge of program design, development, and implementation; budget management, knowledge of data collection and analysis; ability to work with administrators, teachers, students, parents, and the general public; ability to use personal computer and software to develop spreadsheets, perform data management/analysis and perform word processing; knowledge of District policies, and state and federal rules and regulations; strong organization, communication, presentation, and interpersonal skills.
2.		
3.		
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve new teacher classroom orientation	1. Increase new teacher classroom orientation training	04/01/2014	07/31/2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Improve classroom instruction for all teachers	1. Increase teachers' ability to <u>maximize PLCs</u> to improve student learning & academic performance	04/01/2014	07/31/2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Improve classroom instruction for teachers based on experience level	1. Increase opportunities for <u>best practices</u> training for all teachers based on teaching experience level	04/01/2014	07/31/2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Improve teacher career pathway opportunities	1. Increase <u>Aspiring Administrator's Academy</u> opportunities (AP to Principal)	04/01/2014	07/31/2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Improve administrator career pathway opportunities	1. Increase <u>new administrator training</u> opportunities	04/01/2014	07/31/2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District uses a variety of methods to monitor the attainment of program goals and objectives. Program results and solutions will be communicated through a variety of methods. The Project Director will meet periodically with the Districtwide Educational Improvement Council (DEIC), school administrators, teachers, and other District stakeholders to keep them abreast of program implementation and to discuss and resolve issues as they arise. The Project Director will also communicate results during grant-funded trainings. Campus staff will provide feedback as they undergo training and interact with project staff.

Keeping in line with the evaluation process, the Project Director will perform frequent program analysis using periodic assessment data. If findings suggest that the District's program needs changes, the changes will be presented to the appropriate EPISD administrator for internal approval. If the District determines that the changes will not negatively affect curriculum, instruction, and/or governmental guidelines, and if said changes fall within the parameters of when an amendment is required, the findings and requested changes will be presented to the TEA in the form of an amendment for final approval.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project is an enhancement to current District ongoing, existing professional development efforts. These enhancements provide for additional trainings that the District could not otherwise provide due to funding limitations. Since the trainings are enhancements to current trainings, they will be handled out of the same department and will therefore allow the District to coordinate trainings and maximize the effectiveness of grant funds. The District will ensure that project participants remain committed to the project's success through the feedback, communication, and continuous improvement processes described above in Part 3 of the Management Plan.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Classroom observation and walkthroughs	1.	Improved student learning
		2.	Improved student academic performance
		3.	
2.	State and/or local assessments	1.	Improved student learning
		2.	Improved student academic performance
		3.	
3.	Training attendance logs, agendas, and evaluations.	1.	Increased classroom orientation training for new teachers.
		2.	Increased opportunities for all teachers to learn best practices based on their level of teaching experience.
		3.	Improved ability to maximize PLCs to improve student learning and student academic performance
4.	Surveys, interviews, training attendance logs, agendas, and evaluations	1.	Improved campus leadership practices
		2.	Increased new administrator training
		3.	Increased teacher and administrator career pathway opportunity (AP to Principal Aspiring Administrators' Academy)
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of the proposed project is to improve educator effectiveness in order to improve student learning and student academic performance. The overall program effectiveness will be measured using data derived from the annual collection of mandatory performance measures. Key project staff will coordinate data collection efforts. Pursuant to grant guidelines, EPISD will *comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA*. The District will measure program effectiveness through a variety of methods. The evaluation will include the collection of quantitative and qualitative data which will be used to assess the fidelity of implementation and provide for process/formative and summative assessments in order to analyze the strengths and weaknesses of the program. Data collection instruments will include but are not limited to classroom observation, walkthroughs, surveys, interviews, training attendance logs, agendas, training evaluations, and state and/or local assessments. Examples of evaluation questions include:

- Fidelity - To what extent were the project activities implemented as planned?
- Process - How did the increased professional development improve student learning and academic performance?
- Summative - What percentage of target campuses increased overall on the state and/or local assessments?

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the Induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EPISD offers two programs for new teachers, the New Teacher Summer Academy (NTSA) and the Making Every New Teacher Our Responsibility (M.E.N.T.O.R.) program. The mission of EPISD's Induction Program is to facilitate the growth of early career teachers through partnerships which encourage reflective practice, build instructional repertoire, and maximize student performance. The goals are:

- To improve teaching performance.
- To increase the retention of teachers new to the district.
- To promote the personal and professional well-being of early career teachers.
- To transmit the culture of the system to teachers new to the district.
- To support student achievement.

The NTSA is held once a year and is an opportunity for teachers to become familiar with the District procedures, programs and resources. The four-day training covers topics such as Curriculum and Instruction, Successful Teaching Strategies, and Classroom Management. It also includes an introduction to the Professional Development and Appraisal System (PDAS) and an orientation to the teacher's home campus.

The M.E.N.T.O.R. program includes four trainings: Mentor and Mentee Cluster workshops, Beginning Teachers (*Starting Out Smart*), Texas Beginning Educator Support System (TxBESS) Mentor Training, and TxBESS Update Training.

1. The Mentor and Mentee Cluster workshops support networking workshops for mentors and their beginning teachers (mentees). The workshop is scheduled by District areas (central, northeast, and west) in the Fall, mid-year, and end-of-year.
2. For beginning teachers, the District offers the Starting Out Smart workshop. *Starting Out Smart* is a 4-workshop series for teachers with three (3) or less years of teaching experience. Once started, all 4 series should be completed; each of the 4 workshops is offered at different times during the year. The workshops include research-based strategies and resources to support new teachers and student learning. Currently, the collective offering of the 4-workshop series is provided once a year.
3. TxBESS Mentor Training is training for mentor teachers who have not completed TxBESS and are either mentoring a beginning teacher or have been recommended by their principal to mentor a beginning teacher. This 3-day training is held twice a year.
4. TxBESS Update Training is also required training for mentor teachers whose TxBESS Mentor Training or TxBESS Update Training is more than 2 years old. This training is also offered twice a year.

The proposed project includes increasing the frequency of the District's NTSA training. New teachers need support throughout the first year of teaching. Those teachers that are hired after NTSA receive training in the teacher evaluation system only. Also, campus administrators often report the new teachers need support in lesson development, classroom management and student engagement. **Grant funds** will be used to support the expansion of the NTSA training by allowing for a second round of training during the school year. Grant funds will cover the cost associated with the additional NTSA training to include substitute pay, consultant and/or registration fees, and training/reading resources.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EPISD's current teacher observation practices are effective and will not be changed in the proposed program. Currently:

- The District provides teachers with annual observation and summative appraisals.
- Teachers are subject to "walkthrough" observations on a basis determined by the supervisor.
- Observations provide opportunities for supervisors to reflect upon teaching strategies and practices and assist teachers with pedagogical and professional performance inputs, when necessary.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EPISD's current teacher evaluation practices are effective and will not be changed in the proposed program. As previously noted, currently:

- The District provides teachers with annual observation and summative appraisals.
- Teachers are subject to "walkthrough" observations on a basis determined by the supervisor.
- Observations provide opportunities for supervisors to reflect upon teaching strategies and practices and assist teachers with pedagogical and professional performance inputs, when necessary.

Moreover, all of EPISD's teachers meet the No Child Left Behind (NCLB) definition of highly-qualified. The District's educator annual performance system gauges educator effectiveness across a variety of measures that consider teacher, principal, and student growth.

**Teachers** are evaluated on eight criteria: active, successful student participation in the learning process; learner-centered instruction; evaluation and feedback on student progress; management of student discipline, instructional strategies, time and materials; professional communication; professional development; compliance with policies, operating procedures and requirements; and improvement of academic performance of all students on the campus (AEIS indicators).

**Principal** evaluations include instructional management; school/organizational climate; school/organizational improvement; personnel management; administration and fiscal/ facilities management; student management; school/community relations; and professional growth and development.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The magnitude of staff development necessary for the systemic transformation of educator quality and effectiveness requires the frequent collaboration of teams that meet regularly to share ideas and discuss observational findings. At EPISD, teacher collaboration opportunities are provided in the form of Professional Learning Communities or PLCs. The PLCs provide time for teachers to work and plan collaboratively during a common planning period within the school day. Teachers meet to examine student work, analyze data and share instructional strategies.

Feedback provided to project leaders from teachers attending the PLCs will be used in the development of the EEIP plan and will help project leaders further define professional development needs. PLCs will provide District administrators and project leaders some of the most crucial data for needed to implement strategies for systemic educator transformation that will improve student learning and student academic performance. However, in order to maximize the benefits of the PLCs, teachers need additional training on using the PLCs to improve instruction.

The proposed project includes increasing training on how to maximize the use of PLCs to improve student learning and academic performance. **Grant funds** will cover the cost associated with the additional training to include substitute pay, consultant and/or registration fees, and training/reading resources.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EPISD provides training opportunities for all teachers through its Staff Development Unit, the mission of which is to *assist EPISD in becoming a Recognized District and a national role model of excellence by continuously creating and constructing opportunities that upgrade the skills and proficiencies of ALL District stakeholders.*

Through Staff Development, training sessions for instructional best practices are offered to all teachers on a first-come, first-served basis. However, teachers need a wider variety of session offerings on instructional best practices in order to meet the needs of teachers with a wide span of experience. **Grant funds** will allow for the expansion of this training and cover the associated cost associated to include such items as substitute pay, consultant and/or registration fees, and training/reading resources.

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Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EPISD's current strategic compensation and retention plan practices are effective and will not be changed in the proposed program. Currently, the District:

- Offers incentives through bonuses and stipends in instructional areas where an inadequate supply of applicants across the region may exist to fill vacancies on a regular basis (currently math and science).
- Provides an array of training opportunities whereby teachers can hone their skills without seeking assistance from outside of the District.
- Reimburses tuition to teachers seeking higher education as well as certifications in certain areas.

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County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EPISD's current recruitment and hiring practices are effective and will not be changed in the proposed program. The recruitment and hiring process for teachers is multi-faceted and is handled by the human resource department which:

- Attends recruiting fairs in selected areas in an effort to attract a high caliber and diverse group of teacher applicants to the District.
- At times, they will offer unassigned contracts to selected applicants.
- They research area compensation trends to attract viable candidates through competitive compensation.
- Ensure systematic processes are in order to enable the District to offer positions to candidates in a timely manner.
- Provide early notification incentives to teachers resigning or retiring at the end of the school year.

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County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EPISD teacher career pathways include the Aspiring Administrators' Academy. The ten-month academy is designed for teachers who aspire to become assistant principals and is open to all K-12 teachers seeking an administrative position that have completed all required graduate coursework and/or hold a principal certificate.

The program is designed to provide aspiring administrators a professional development opportunity to experience the day-to-day realities of school administration. The program entails a job-shadowing experience, the opportunity to network and provide collegial support with current and aspiring administrators. Aspiring administrators prepare presentations that define a principal competency such as Personnel Management, Administration and Facilities, Student Performance, School/Community Relations, Professional Growth and Development, Instructional Management, School/ Organizational Climate, or Student Management. They also participate in activities such as mock interviews with feedback, a strategic approach to The Principal's Insight, in-depth analysis of the principal competencies, and real-life application to *What Great Principals Do Differently* (by Todd Whitaker).

In order to provide teachers continued growth opportunities outside of the classroom, EPISD needs to expand its Aspiring Academy to include an academy for current assistant principals who aspire to become principals and it needs support new administrators with additional training. The District's EEIP plan will include the development of this expanded program and **grant funds** will be used to support this expansion and provide additional training for new administrators.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD faces many challenges in implementing the proposed practices of its EEIP plan without grant funds. Like other school districts across the country, EPISD has been impacted by budget cuts. In many cases the implementation of new programs, including those that would provide additional training opportunities to educators, has been halted due to funding and sustainability issues.

EPISD has three of the six components of an EEIP plan operating at sufficient enough levels that they do not require changes. However, the three remaining components are critical to improving educator effectiveness once teachers arrive in the District. The proposed strategies surrounding these components will allow EPISD to work with educators to develop instructional skills that will benefit them over the life of their teaching career. Moreover, the strategies will help ensure that educators have multiple career pathways to pursue once they leave the classroom. As teachers undergo their trainings, campus administrators will receive training to strengthen their leadership skills. The convergence of these training strategies will result in a synergistic, systemic transformation of the District's educator quality and effectiveness which will lead to improved student learning and academic performance.

EPISD's 2013-14 Fall student population of 61,625 students is 69.5% economically disadvantaged. If it were not for the funding opportunity available through the EEIP grant, the District would not be able to implement the practices of its EEIP plan and these students will not benefit from the instructional improvements that will result from the implementation of the proposed strategies.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Objectives:**

- Improve new teacher classroom orientation (**Induction & Mentoring**)
- Improve classroom instruction for all teachers (**Professional Development & Collaboration**)
- Improve classroom instruction for teachers based on experience level (**Professional Development & Collaboration**)
- Improve teacher career pathway opportunities (**Career Pathways**)
- Improve administrator career pathway opportunities (**Career Pathways**)

**Milestones 04/01/2014 – 07/31/2016:**

- Increase new teacher classroom orientation training:
- Increase teachers' ability to maximize PLCs to improve student learning & academic performance
- Increase opportunities for best practices training for all teachers based on teaching experience level
- Increase Aspiring Administrator's Academy opportunities (AP to Principal)
- Increase new administrator training opportunities

- 04/01/2014 – Grant awarded; begin internal processes
- 05/01/2014 – 07/31/2014 Hire Project Director
- 05/01/2014 – 08/31/2014 Begin planning and design of additional induction training for new teachers (NTSA)
- 05/01/2014 – 08/31/2014 **Meet with DEIC** to develop EEIP plan for Induction & Mentoring
- 05/01/2014 – 08/31/2014 Begin planning and design of additional best practices training for all teachers
- 05/01/2014 – 08/31/2014 Meet with DEIC to develop EEIP plan for Professional Development & Collaboration
- 05/01/2014 – 08/31/2014 Year 1 - contact consultants and coordinate training facilities for all trainings
- 06/01/2014 – 09/30/2014 Begin planning and design of maximizing PLCs training for all teachers
- 06/01/2014 – 09/30/2014 **Meet with DEIC** to continue EEIP plan for Professional Development & Collaboration
- 06/01/2014 – 09/30/2014 Begin planning and design of new AP to Principal Aspiring Administrator's Academy
- 06/01/2014 – 09/30/2014 Begin planning and design of additional trainings for new administrators
- 06/01/2014 – 09/30/2014 **Meet with DEIC** to develop EEIP plan for Career Pathways
- 06/01/2014 – 09/30/2014 Year 1 - contact consultants and coordinate training facilities for all trainings
- 06/01/2014 – 12/31/2014 **Meet with DEIC** to review EEIP plan for current effective components not requiring changes (i.e. Evaluation, Strategic Compensation and Retention, and Recruiting and Hiring)
- 09/01/2014 – 05/31/2015 Year 1 - offer additional induction training for new teachers (NTSA)
- 09/01/2014 – 05/31/2015 Year 1 - offer additional best practices training for all teachers
- 10/01/2014 – 05/31/2015 Year 1 - offer maximizing PLCs trainings for all teachers
- 10/01/2014 – 05/31/2015 Year 1 - offer new AP to Principal Aspiring Administrator's Academy
- 10/01/2014 – 05/31/2015 Year 1 - offer additional trainings for new administrators
- 01/01/2015 – 05/31/2015 **Finalize EEIP plan**
- 06/01/2015 – 06/30/2015 Gather performance measure documents; close out Year 1 trainings and reporting
- 06/01/2015 – 09/30/2015 Year 2 - contact consultants and coordinate training facilities for all trainings
- 09/01/2015 – 05/31/2016 Year 2 - offer additional induction training for new teachers (NTSA)
- 09/01/2015 – 05/31/2016 Year 2 - offer additional best practices training for all teachers
- 10/01/2015 – 05/31/2016 Year 2 - offer maximizing PLCs trainings for all teachers
- 10/01/2015 – 05/31/2016 Year 2 - offer new AP to Principal Aspiring Administrator's Academy
- 10/01/2015 – 05/31/2016 Year 2 - offer additional trainings for new administrators
- 06/01/2016 – 08/31/2016 Gather performance measure documents; close out Year 2 trainings and reporting

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project is supported by the district-level planning and decision-making committee as identified under the TEC, Chapter 11, Subchapter F; for EPISD, this is the Districtwide Educational Improvement Council (DEIC). The DEIC also serves as the voice of EPISD's teachers. As noted verbatim on their website, DEIC is composed of professional staff, parents of District students, community members, and business representatives who act in an advisory capacity to the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major district-wide classroom instructional programs identified by the Board or its designee. Moreover, DEIC is composed of the categories of elected personnel to ensure a balance is maintained of two-thirds teaching and one-third non-teaching campus-based or District-level professional staff. (<http://www.episd.org/programs/deic/>).

Evidence of support from the DEIC for the decision to participate in the grant program and for the general parameters of the plan will be reflected in the January 15, 2014 DEIC meeting agenda and minutes. Since the grant was released during the holiday schedule, the time constraints which resulted from scheduling restrictions, only allowed for presentation to the appropriate groups once before the grant deadline. Evidence of support from each campus' affected personnel groups will further substantiate DEIC's decision to apply. This evidence can be provided at a later date, for now, it is presented in the form of the District's administrative decision to apply.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project will be implemented district-wide.

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